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Office Hours: W 12:00-3:00; other times by appointment

Class Meeting Time and Location: F 9:30 a.m. 221 Kell Hall

Credit hours: 3

Textbook: Gore and Witherspoon, 2013, *Roadside Geology of Georgia*

Prerequisite: At least one course having a GEOL or permission of the instructor

TENTATIVE CLASS SCHEDULE

DATE	ACTIVITY	Presenter	Pages
Jan 24th	Overview, Natural History of Georgia	PH	P. 2-14
Jan 31st	Piedmont	Horne	t.b.a
Feb 14 th -15 th Or Feb 21 st - 23rd	Piedmont and Blue ridge	Ballow	t.b.a
Mar 7 th	Piedmont and Blue Ridge	Boyd	t.b.a
Mar 28 th -29 th	Coastal Plains and Barrier Islands	Hayden	t.b.a
Apr 4th	Piedmont and Blue Ridge	Judy	t.b.a
Apr 18 th -20 th	Appalachian Plateau and Valley and Ridge	Atieh	t.b.a

Course Description: Geology of Georgia, a study of the influence of geology and geologic history on biology and biodiversity, is an intense field trip-based laboratory science course designed for science majors and minors and for outdoor enthusiasts and nature lovers who have a natural science background.

Course fees: Given the costs involved in these fieldtrips (park fees, camping fees, gas, tours, etc.) the department is forced to charge a fee that will be used to reduce the impact of these courses in the department finances. See class communications (panther email) to determine the amount of this fee.

Course Goals and Student Learning Outcomes: For students to gain an understanding and appreciation of the of the geology, biology, biodiversity, and natural history of the major geologic provinces and eco-regions of Georgia and to produce in their own words detailed well-written field notes that demonstrate they have acquired such an understanding and appreciation.

E-mail: I will send the class e-mails. As they will contain important information you need to know you should check your panther e-mail frequently, particularly on Thursdays before a field trip.

Attendance: Attendance is required for every class meeting and fieldtrip. Failure to meet a class meeting or fieldtrip will automatically lower your final grade by one letter grade.

Other Course Requirements:

- ◆ Field trips are at the mercy of the weather. If inclement weather prohibits a field trip on a given date, the field trip will be postponed until the next available date. If inclement weather prohibits more than one field trip, I will try to accommodate new dates to the best of my abilities.
- ◆ Record detailed and accurate field notes.

- ◆ Wear comfortable boots or shoes, dress in layers for changes in the weather and bring rain gear if it may rain.
- ◆ Participate, contribute insight, and ask questions. If you have a particular interest that you would like to explore or if you are an “expert” on a topic, share your knowledge with the group. In my experience, input from students interested in birds, wildflowers, fungi, and snakes have added immensely to field experiences!

Class Preparation: If you are presenting during a fieldtrip, you should send reading materials 5 days before the fieldtrip. Meet with the instructor to figure out the scope of the fieldtrip. If you are not presenting, read assigned materials before field visit and bring one question written in your field book about these readings. These questions have to be constructed following these guidelines:

Diagnostic Questions

- How do you **interpret** and **explain** "A" and "B's" impact on the situation?
- How do you weave these points into some kind of understanding of what else is going on, possibly behind the scenes?

Challenge Questions

- Why do you say that? How would you explain? Where is the evidence for what you say? How can you say a thing like that? Is that all? That's just the opposite of what Student X said. Can you persuade him/her?

Extension Questions

- Exploring the issues. What else? Can you take us farther down that path or find new tributaries? Keep going? Therefore?

Combination Questions

- How would you relate your points to those mentioned by Student A or to something else you said?
- How would you understand X in light of Y?

Cell phones: Do not use your cell phones during class meetings or in fieldtrips when instructions are given.

Performance Measures Used to Evaluate Achievement of Student Learning Outcomes

- ◆ **Attendance and Participation:** As above, attendance is required. Missing a class meeting or fieldtrip will automatically lower your final grade one letter grade. Contribute to class discussions, ask questions, and share your knowledge.
- ◆ **Field Notes:** You will bring a field notebook in which you must record detailed field notes at every field stop. **You must have your questions from the readings in your field book.** Field notebooks will be checked for accuracy and detail. I expect to see a description of the things we discussed at each field stop. Thus, failure to record detailed notes will automatically lower your grade. You may not rely on someone else to take notes for you. I will collect notebooks at the end of each fieldtrip.
- ◆ **Reports:** You must write a report summarizing each of the fieldtrips. Each report must be created in Word with double-spaced 12-point font and 1-inch margins (2 pages of text, more pages if figures and references are included). Each must be well written, thorough in coverage, and documented using a standard form of documentation. Field guides handed out at the beginning of each class meeting include abundant background information and reprints of various geology and biology journal articles. Include in your reports information extracted from those publications. Properly cite sources in your text, e.g., (Fields 2010). Also cite the complete reference in the References Cited section at the end of your report. Inclusion of pictures is recommended but optional. Reports will be critically evaluated with respect to completeness of content (80%) and writing (syntax, spelling, and documentation, 20%).
 - When beginning a report, type your name in the upper right hand or left hand corner of page 1, skip a line and type the appropriate title (centered and bold).
- ◆ Subdivide field trip reports as follows: **Introduction, Stop 1, Stop 2, etc., References Cited.** Position the title for each subheading (in bold) at the left hand margin and follow with double spaced comments. Failure to cite references and include a References Cited section will result in a reduction of 15 points.
- ◆ Save each report as your last name followed by Report # (e.g., Smith Report 3) and submit it electronically to the appropriate drop box in D2L by the due date indicated in the D2L calendar.

- ◆ **Late reports will be charged a 15% penalty per day.**
- ◆ **Grading:** Your grade will be based on:
Attendance, participation, field notes, worth 100 points per class meeting (700 points total)
Writing quality and completeness of the 6 reports, worth 100 points each, subdivided as follows: Geology 60 points, Biology, etc. 20 points, Writing 20 points (600 points total). Presentation is 200 points. Total points are 1500.
- ◆ Grades will be assigned as follows:

90-100%	A
87-89%	B+
80-86%	B
77-79%	C+
70-76%	C
60-69%	D
< 60%	F

Final Exam: There is no final exam for this course.

Plagiarism: I have zero tolerance for plagiarism. Copying directly from our PowerPoint presentations, the Internet, or publications without properly documenting the source, or copying another student's field notes or report will result in, depending upon the severity of the plagiarism, a grade of zero on the plagiarized work or an F for the course.

Conduct: As noted in the Student Conduct Code: “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy”.

Syllabus Change Policy: I reserve the right to change the schedule of field trips.

Students with Disabilities: Georgia State University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Disability Services. Once you have your official notice of accommodations from the Office of Disability Services, please inform me as early as possible in the semester.